DOCUMENT RESUME

ED 097 712 CS 201 637

AUTHOR Sullivan, Zola Jiles
TITLE Language Arts in the Elementary Schools, EEL-402 Communication Skills; Revised Fall Quarter, 1974.
INSTITUTION Florida International Univ., Miami.
PUB DATE 74
NOTE 81p.

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS Communication (Thought Transfer); Creative Writing; Dictionaries; Drama; Elementary Education; Grammar; *Language Arts; Listening; Literature; Spelling; *Teacher Education; Teaching Guides; Vocabulary Development; Writing Exercises

ABSTRACT

In order that the teacher trainee may gain knowledge, skills, and proficiency in the communication skills instruction of elementary school children, this handbook of modules focuses on five major areas of the language arts--listening, speaking, reading, writing, and dramatizing. Eight modules are included: "Overview, Interrelationship, and Organization of the Language Arts in the Elementary School"; "Listening, Vocabulary Development, and Dictionary Skills"; "Developing Word Power Through Oral Language"; "Sharing Literary Experiences with Children--Drama"; "Writing: Structured and Non-Structured--Handwriting, Creative Writing, Composition"; "The Development and Maintenance of Handwriting as a Legible Tool for Communication and Self-Expression"; outline of the topics and their sequence for K-6. (JM)

BEST COPY AVAILABLE

ED 097213

EEL - 402 COMMUNICATION SKILLS

LANGUAGE ARTS IN THE ELEMENTARY SCHOOLS

Revised: Fall Quarter, 1974

Prepared for the School of Education

Florida International University

By

Zola Jiles Sullivan

Copyright Florida Board of Regents
Florida International University, 1972

Florida Board of Regents, Florida

International University

CS 201 637

BEST COPY AVAILABLE

"Man's greatest invention is language.
It is his finest tool, strongest weapon,
deepest resource, and greatest hope."

Anonymous

BEST COPY AVAILABLE

AUTHOR'S ACKNOWLEDGMENTS

During the development of these modules in Communication Skills, the author was benefited measurably from the insights, dialogues, and contributions of many language arts teachers, supervisors, and Florida International Childhood Education Council in the four counties of Dade, Broward, Monroe and Collier to which Florida International University is committed to serve. Other persons in the area of language arts to which the author would like to express gratitude for their interest and continued dialogue of pertinent content for students and teachers of today are:

Dr. G. Wesley Sowards, Dean
School of Education
Florida International University

Dr. Nicholas Vigilante, Chairman
Florida International University

Dr. Walter J. Moore, Professor
Elementary Education
University of Illinois, Urbana, Illinois

Dr. Eldona Everette, Professor
Elementary Education
University of Illinois, Urbana, Illinois

Dr. Iris Tiedt, Editor
Elementary English
San Jose State College
San Jose, California

Dr. William Douglas, Professor
Elementary Education
Northwestern University
Evanston, Illinois

BEST COPY AVAILABLE

Dr. Norman Dodd
Associate Professor
Elementary Education
Florida State University
Tallahassee, Florida

Mr. Robert Denby, Science Research Associate
National Council Teachers of English
Urbana, Illinois

Interviews with selected members of the school of education staff of the following universities while visiting their campuses:

Weber State College
Ogden, Utah

University of Houston
Houston, Texas

University of Texas
Austin, Texas

Eastern Michigan University
Ypsilanti, Michigan

Florida Atlantic University
Boca Raton, Florida

University of Massachusetts
Amherst, Massachusetts

BEST COPY AVAILABLE

TABLE OF CONTENTS

	PAGES
INTRODUCTION	
MODULE I	
Overview, Interrelationship and organization of The Language Arts In the Elementary School.	6
MODULE II	
Listening, Vocabulary Development And Dictionary Skills	13
MODULE III	
Developing Word Power through Oral Language	23
MODULE IV	
Sharing Literary Experiences with Children - Drama	34
MODULE V	
Writing: Structured and Non-Structured	43
A. Handwriting	
B. Creative Writing	
C. Composition	
MODULE VI	
The Development and Maintenance of Handwriting as a Legible Tool for Communication and Self - Expression.	52
MODULE VII	
Spelling- Diagnosis and Remediation	61
MODULE VIII	
Grammar and Usage	67
APPENDIX	70

BEST COPY AVAILABLE

SEQUENTIAL DEVELOPMENT OF LANGUAGE ART SKILLS

MODULES	CONTENT AREAS	ESTIMATED TIME ALLOTMENT (WEEKS)
I	Overview, Interrelationship And Organization Of The Language Arts In The Elementary School	1
II	Listening, Vocabulary Development and Dictionary Skills	2
III	Speaking (Oral Language) Reading Drama Children's Literary Experiences	3
IV	Writing- Structured and Non-Structured A. Handwriting B. Creative Writing C. Expository Writing	3
V	Spelling - Grammar and Usage Review of skills and strategies developed in EEL 402 Communications Lab II	1

BEST COPY AVAILABLE

COMMUNICATION LAB II

Introduction

The modules in this laboratory are designed to help the trainee gain knowledge, skills and proficiency in the teaching of communications skills to elementary school children. It is felt that knowledge of educationally sound methods and materials constitutes an essential part of the repertoire of elementary school teachers. Effective teachers not only know what they must teach (content); they also know how to instruct them in reaching the goals set for them and the instructional resources necessary to facilitate, enhance, and vitalize the learning process. For next program organizational purposes, the terminal objectives of this lab focuses attention on the nature of the functions, interrelationship and organization of the five major areas of Language Arts, i.e. listening, speaking, reading, writing and dramatizing. Field experiences required in each of these.

The trainee will accomplish these terminal objectives by demonstrating mastery and competency in the specific Enablers and Tasks set forth in each of the major areas. As the trainee progresses through each Module he will encounter instructional resources for each task which are designed to aid him in reaching a level of acceptable performance. Some of these resources may be required, while others are considered optional. These optional, or alternate resources maybe selected by the trainee, as a substitute for the original ones or if needed for additional reinforcement.

BEST COPY AVAILABLE

The quality of the writing, grammar, spelling, punctuation and general English usage must conform to the standards expected of College level students. Written work should be done after careful thought and preparation.

Please write or type on only one side of each side of standard size (81/2 X 11) paper, unless directed otherwise. Be sure to leave a left-hand margin of about two inches.

Carefully label each assignment with course number, title, section, Module, task, and enabler.

Although the performance based system under which we are currently operating encourages students to self-pace, it is to your advantage to submit work regularly; too much haste often causes inadequately prepared lessons and fails to provide sufficient understanding of the major concepts of the course.

Pre-assessment includes two kinds of experiences: those that assess basic pre-requisite knowledge and those that deal with the content and skills that are required to satisfy the objective. The trainee has the option of taking the pre-assessment. If he takes the test and is successful, he is not required to continue through the Module. He can move on to others. In the event of failure the trainee must follow through each step of the Modules to meet all requirements set forth. Data from the pre-assessment will be used for diagnostic purposes in identifying subsequent competencies to be developed.

Evaluation of the work will be a continuous process done jointly by the trainee involved, his peers, the assessment center, and the

BEST COPY AVAILABLE

program using criterion measures for all Enablers and Tasks attempted by the trainee. The trainees must realize that they are on their own except for the availability and services of supervising teachers and professors as needed. It is their responsibility to establish their individual goals and work schedules in such a manner that through planned efforts they will be able to complete all requirements of the course without undue pressure and/or time constraints. These criterion measure (C.R.) represent the standards for minimal acceptable performance and accomplishment; however opportunities are provided for students to exceed this minimal level by performance if high credit (H.C.R.) is desired.

Organization of the Class

Each section of the course will be divided into approximately six (6) groups with the specific responsibilities of working on problems, issues which will result in action, recommendation, or finding. Oral or written reports will be presented which allows for maximum participation of each member.

In addition to these special interest groups may be formed as the need arises for the purpose of special assignments, task forces, listening or observing teams etc....

Goals

The trainee will:

1. Develop an understanding of how man communicates effectively through the use of language arts skills.
2. Develop a working knowledge of the history and development of the English Language; origin of words, extention of vocabulary, and the influence of social change on word meaning.

BEST COPY AVAILABLE

3. Develop an understanding of the hierarchical levels of instructional language arts competencies basic to effective communication.

LEVEL 1

Develop proficiency in the content of each of the areas of Language Arts (ability to speak, write, listen, read, etc.).

LEVEL 2

Gain knowledge of and develop strategies for teaching each area of the Language Arts Content, i. e., the nature of the skills, major concepts and generalizations to be developed, and evaluation techniques.

LEVEL 3

Develop the ability to assess the student's needs and stages of development in each of the content areas as a basis for planning instructional and remedial programs.

LEVEL 4

Gain knowledge of a variety of curriculum organization patterns, approaches, resources and research in each of the areas of the Language Arts.

LEVEL 5

Develop the ability to select or generate from many available sources and organizational designs, the most appropriate ones for use with any given group of students.

BEST COPY AVAILABLE

"As pre-service teachers,
You must never allow the expedient
and the immediate to take precedent
over the important." Bear this in mind
as you conceptual and implement
the tasks in this course

Sullivan

BEST COPY AVAILABLE

MODULE I

OVERVIEW, INTERRELATIONSHIP AND ORGANIZATION OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

BEST COPY AVAILABLE

TASK 1

The student will demonstrate his knowledge of the nature and importance of the development of language arts to children through

(a) his participation on panel discussions in classes that deal with this topic

(b) submitting an essay on The History of The English Language and Its Functional Role in Society.

(c) Discuss in Sextette - Answer specific questions about The History of English Language.

ENABLERS

1. Attend lecture on "The Interrelationship of the Language Arts."
2. Study Language Art Scope and Sequence Chart (on reserve in library).
3. Meet in small peer groups to discuss this topic.

Alternate Instructional Resources

1. Read Evan Berger The Language We Use (Special Collection)
2. Read "History of English Language" (Special Collection)

BEST COPY AVAILABLE

TASK 2

The trainee will compile a directory of international, national, state and local professional organizations, research centers, and classic research studies that my be useful resources for teachers of language arts to young children (both regular and compensatory programs).

ENABLERS

1. Browse through library (curriculum center or reference section) for data needed.
2. Interview local teachers, administrators, and consultants in early childhood to discuss materials that they find to be effective in this area.

Instructional Resources

1. Reference section of university library.
2. N.E.A. Department of Classroom Teachers.
3. Florida State Department of Certification (Publications Division).
4. Local school systems.
5. Manolakes, Theodore, Modern British Infant Education: A Perspective On What It Is and What The Implications Are For The American Education (on reserve in library).
6. Educational Research Information Center (ERIC).
7. Alternate resources of the student's choice.

BEST COPY AVAILABLE

TASK 3

The trainee will develop and implement a mini lesson in the content area of his choice in language arts where parents and other para-professionals are actively involved in the planning and implementation of the program. Specify the objectives, set maturation level of the students in the class, the skills to be developed, the strategies to be used; the evaluation, procedure, and the organizational pattern. Set up specific duties and responsibilities of a para-professionals.

ENABLERS

1. View the video tapes of Leewood Elementary School's language arts program.
2. Visit Leewood or Frank C. Martin Elementary School to discuss and/or observe the classes during language arts period.
3. Role Play a Classroom situation using Para-professionals.

Instructional Resources

1. Read: "Parents as Partners" in Urban Review, November, 1971 Volume 5-2.
2. Dade County B.P.I., Paraprofessional Educational Partners, In The Learning Process (on reserve--Library).
3. Kopp, O.W., "Building Good Home School Relationships in Department Elementary School Principals," Those First School Years, Washington, D. C., pp.202-216.
4. Alternate references of the students' choice. Smith,B.O. Senior Editor, Teachers of the Real World.
5. Filmer, H.T., Professional Reading Activities for Para-professionals- Reading Teacher, May, 1973.
6. Hale., J. and Ulmer, C.,

BEST COPY AVAILABLE

TASK 4

The trainee will present, in writing, a systematic scholarly position paper on the learning experiences that are provided in the language arts programs in eight different types of schools for young children, including the rationale for each program described.

ENABLERS

A. Visit or read the literature on the following programs:
   1. Bereiter Englemans
   2. Weikart's High Scope (Perry Pre-School)
   3. Montessori School
   4. Headstart Kindergarten
   5. Day Care Center
   6. Private Kindergarten

B. Attend a lecture and panel discussions on various types of early childhood education programs and their language programs.

C. View selected film or video tapes on pre-school children in action.

Instructional Resources

1. Hammond, O. et al., Good Schools for Young Children, New York, MacMillan, 1963.
2. Weikart, D., et al., The Cognitively Oriented Curriculum.
3. Weikart, D., et al., Language In The Cognitive Pre-School Model.
4. Montessori, M., The Montessori Method, New York, Stokes 1912.

BEST COPY AVAILABLE

5. Leeper, D. et al., Good Schools for Young Children, New York.

6. U.S. Office of Education, National Center for Educational Communications.

7. Katz, Lillian, "Children and Teachers in Two Types of Head Start Classes" in Young Children, XXIV, No. 6 (1969) p. 342-349.

8. Heffernan, H. and Todd, V., The Kindergarten Teacher, Boston, D. C. Heath and Company, 1960.

9. Alternate sources of reference (trainee's choice).

BEST COPY AVAILABLE

LISTENING, VOCABULARY

AND

DICTIONARY SKILLS

BEST COPY AVAILABLE

MODULE II

DEVELOPING LISTENING, VOCABULARY AND DICTIONARY SKILLS

Goals

1. To develop an understanding of:
   a) The role of the listener in the communication process.
   b) The nature and purposes of teaching listening skills.
   c) The types of listening utilized by man.
   d) The differences between auding, listening and hearing in the learning process.
   e) The types of vocabularies and their functions:
      A. Listening
      B. Speaking
      C. Reading
   f) The eight major dictionary skills that are essential in the language arts:
      A. Recognition of letters of alphabets

BEST COPY AVAILABLE

B. Alphabetizing

C. Using guide words

D. Syllabication

E. Accents

F. Pronunciation

G. Interpretation symbols

H. Understanding meaning

g) The functional relationship between listening and other language arts components.

h) The four basic kinds of listening that man engages in.

2. To develop strategies for effectively:
   Planning, teaching and evaluating a listening program in the elementary schools.

3. To become familiar with instructional materials and major research in the area of listening, with their implications for classroom use.

4. To understand the cultural, psychological and sociological importance of the teaching of listening.

TASK 1

The trainee will assess the importance of listening in school by determining the percentage of time that children spend listening during a single class period.

BEST COPY AVAILABLE

ENABLERS

1. Using the Flander's scale of pupil-teacher interaction, determine the percentage of time that two fourth grade students listen during their social studies period. Submit results in writing to professor.
2. Attend lecture on "Listening."
3. Read: Taylor, S., "Listening, What Research Says To The Teacher."
4. Review material on interaction analysis, presented in Labs I and II.

Instructional Resources

1. Study Flanders, N., The Role Of The Teacher In The Classroom.
2. Duker, S., (ed.) Listening: Readings
3. Crews, Ruhalten, - Listening (Special Collection)
4. Learner's Option.

TASK 2

Given an opportunity to utilize instructional strategies of the trainee's choice, he will discuss orally in seminars, the major differences between the three levels of listening, i.e., auding, listening and hearing, and give examples in which each may be used by elementary students.

ENABLERS

1. Organize yourselves into teams of five to explain, challenge and justify your position on the role of auding, hearing and listening in developing key concepts

BEST COPY AVAILABLE

and generalizations in the language arts area.

2. Attend a seminar to discuss Moore, Walter J., "Improving Communication Skills Through The Teaching Of Listening" (on reserve in the library).

Instructional Resources

1. Read: Tiedt, I. and Tiedt, S., Contemporary English In The Elementary School, p. 86.
2. Logan, L. et al., Creative Communication: Teaching The Language Arts p. 37.
3. Duker, S., Listening: Readings

Alternate Instructional Resources

1. Strickland, R., Teaching Language Arts In The Elementary School.
2. Tiedt, I. and Tiedt, S. Contemporary English In The Elementary School.

TASK 3

The trainee will plan and teach a lesson on developing these four different types of listening to elemnetary children in a Dade County School. (Field experience)

ENABLERS

1. Review notes and strategies on preparing instructional objectives and lesson planning from Labs. I and II -- EDU-311 and 312.
2. Use the "Vincent A. O. Materials" on preparing instructional objectives.
3. With a coordinator of Florida International University Field Experiences and a local school plan to (a) visit

BEST COPY AVAILABLE

TASK 4

Given guidelines for examining, critically analyzing, and evaluating the appropriateness of selected standardized tests for assessing the listening in elementary students, the trainee will submit on 5"x8" index cards, a complete description of the four tests listed in Enabler 1 below.

ENABLERS

1. Critically analyze the following tests:
   (a) Sequential Test of Education Progress (Listening) - STEP
   (b) Cooperative Primary Test, 1967
   (c) Durell's Listening - Reading Series, 1969
   (d) Sequential Tests of Educational Progress
2. All index cards should include the following date for each test reviewed and submitted:
   A. General Reference Information:
      (1) Name of Test
      (2) Form Evaluated
      (3) Author's Name
      (4) Publisher
      (5) Date of Publication
      (6) Group to which applicable
      (7) Cost
      (8) Administration time requested
      (9) Method of scoring
   B. General Description of the Test:
      (1) Purpose
      (2) Types of test items, etc.
      (3) Completeness of manual (APA Standards)

BEST COPY AVAILABLE

C. Validity

(1) Evidence from test manual

(2) Evidence from outside authorities

D. Usability

(1) Ease of administration

(2) Ease of scoring

(3) Ease of interpretation and applicatior

E. General Evaluation

(1) Effectiveness

(2) Limitations

(3) Comments of reviewers (Buros' Yearbook and others)

3. Discuss these tests with an in-service classroom teacher or test coordinator, or supervisors who have used, or are currently using them in a language arts program.

Instructional Resources

1. Read and examine the following tests:
   (a) Sequential Test of Educational Progress (Listening)(P.437)
   (b) Cooperative Listening Reading Series
   (c) Durrell's Listening-Reading Series
2. Read: Buros, O., Sixth Mental Measurement Yearbook (Listening Tests) Test In Print (1961)
3. Duker, Sam. Listening: Readings pp.416-442
4. Review notes on evaluation - labs I and II

TASK 5

The trainee will utilize his knowledge and research skills by submitting to the professor an abstract on each of the five eminent researchers in the area of listening:

BEST COPY AVAILABLE

A. Rankins, Paul

B. Wilkes, Miriam

C. Lundstein, Sarah

D. Broun, J.

E. Nicholas, S.

ENABLERS

1. These abstracts must include the following information:
   A. Title of Research Study
   B. Hypothesis (purpose)
   C. Procedure (samples used, etc.)
   D. Results or Findings
   E. Implications for this research to elementary classroom teachers.
2. Attend a lecture or seminar on "Tools of Functional Research For The Classroom Teacher."

Instructional Resources

1. Witty, P., Studies In Listening, Urbana, Illinois, National Council Teachers of English.
2. Sullivan, Zola J., Listening Studies, Urbana, Illinois, University of Illinois.
3. Logan, L. et al., Creative Communications, pp.37-79.
4. Petty, W., and Burns, P., "A Summary of Investigations Relating To The English Language Arts In Elementary Education." 1965 (on reserve in library).
5. Anderson, V., et al., Readings In The Language Arts New York, Macmillan, 1964.
6. Duker, Sam; Listening: Readings., New York., The Scarecrow Press, Inc., 1966. PP. 143-145

BEST COPY AVAILABLE

6. A.E.R.A., Handbook of Research on Teaching (section on listening)

Alternate Instructional Resources

1. N.E.A., What Research Says To The Teacher On Listening.
2. Witt, M., "A Study of Teacher Awareness of Listening As A Factor In Elementary Education" in Journal of Educational Research, 43: 626-636, April, 1950.

Terminal Objective For This Section

1. After completing the Enablers and Tasks in this section of the module, you will be able to respond correctly to the ten items on the multiple choice test regarding:
   (a) the definition of listening
   (b) the frequency of use of listening
   (c) the stages involved in the listening process
   (d) types of listening
   (e) the relationship of listening to other language skills
   (f) methods of evaluating skill in listening
2. Using audio-tapes listening activities, you will be able to identify the type of listening skill being taught and the plan for teaching such a skill.
3. Using video tapes, other A.V. media, or through directly teaching a group of children, you will demonstrate the ability to plan, using the specified framework, two listening activities which are designed to teach two of the listening skills listed below:

BEST COPY AVAILABLE

(a) *appreciative listening*

(b) *attentive listening*

(c) *analytical listening*

BEST COPY AVAILABLE

MODULE III

DEVELOPING WORD POWER

THROUGH

ORAL LANGUAGE

BEST COPY AVAILABLE

THE IMPORTANCE OF ORAL LANGUAGE

How true it is
That all will know
A man, by speech betrayed;
Though few may guess
And fewer care,
How much he reads,
How well he writes

How fine it is
To read and write
As ably as one can;
But, oh the need
Of everyone,
To learn the art
Of talking well.

Anonymous

BEST COPY AVAILABLE

Goals

The trainee will:

1. Be familiar with technical materials, research and professional organizations in the area of Oral Language.
2. Demonstrate his ability to teach students how to convey their ideas and information clearly and effectively in all situations.
3. Help students develop a positive attitude toward speaking and acting as social and vocational assets in the world today.
4. Recognize that the primary functions of speaking is to communicate in such a way that one will cause others to act and/or cause others to think or feel.
5. Encourage teacher-trainees to be as interested in the process as the product in a program of developing children's language abilities.
6. Recognize dramatics and discussion as essential forms of oral language with unique techniques for developing children's experiences in self-realization, sensory awareness, emotional involvement, bodily movement, sensitivity, and understanding.
7. Establish the type of climate and strategies which are conductive to divergent thinking where students understand their world with greater clarity and truer perspectiv
8. Develop an understanding that, oral language is the child's earliest and most basic expression of communication

BEST COPY AVAILABLE

upon which reading and writing and other communication skills must be built.

TASK 1

Given a hypothetical class of twenty-five kindergarten children, ages 5, 5 1/2 (or other age range of student's choice) the trainee will list at least twenty situations in which he, as a teacher, can use to develop rich speaking vocabulary. Of these twenty, five of these should be contrived or simulated and the other 15 natural experiences. Cite at least three new words that can be developed through each experience.

ENABLERS

1. The list of new words are to be submitted to the professor and checked against the experiences for elicitation effect.
2. The fifteen of the experiences listed as contrived, should meet the following criteria:
   (a) not artificial or especially planned for this purpose.
   (b) something that happens normally in a child's everyday life.
3. The five contrived experiences should meet the criteria as listed in Smith, James, Creative Teaching Of The Language Arts In The Elementary School, pp. 97-156.
4. Examine: Spice: (Language Arts) Games, Seatwork and Independent Work Activities (in Curriculum Lab).

BEST COPY AVAILABLE

Instructional Resources

1. Smith, James, Creative Teaching Of The Language Arts In The Elementary School, pp. 97-156.
2. Tiedt, I. and Tiedt, S., Contemporary English In The Elementary School, pp. 42.
3. Munkres, Alberta, Helping Children In Oral Communication.

Alternate Instructional Resources

1. Strickland. R., The Language Arts In The Elementary School, pp. 149.
2. The University of New York: State Department of Education Listening and Speaking (K-12).
3. Evans, B., The Language We Use (on reserve in library).

TASK 2

Given a number of topics from which to choose, the trainee will be able to develop for presentation, a story, fable, Fairy Tale, Poem, using teacher made A.V. materials, film, filmstrip and props etc... which shows originality and creativity. The presentations will be video taped during seminar or class sessions.

BEST COPY AVAILABLE

ENABLERS

1. Check with University Services A.V. Center for assistance if needed.
2. Without the aid of the written manuscript, the trainee will deliver orally, using teacher made props, the original story that he has created. The story will be evaluated on the criteria discussed in the lecture on "Story Telling and Creativity."
3. Attend a lecture on "Story Telling and Creativity."

Instructional Resources

1. Read: Sawyer - The Art of Story Telling.
2. Review the film on "Story Telling." (Rental from FIU)
3. Read: Henry, M., Creative Experiences In Oral Languages, Urbana, Illinois, National Council Teachers of English.

Alternate Instructional Resources

1. Read: Munkres, Alberta, Helping Children In Oral Communication, New York, Teachers College Bureau of Publications, 1959.
2. View the film "Is There Communication When You Speak." (A.V. Center).

TASK 3

The trainee will demonstrate his ability to utilize the Negro dialect as a positive contribution to the language arts program by selecting and reading from Langston Hughes literary works, three poems in which the Negro dialect is used to express the emotions and life style of the characters.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ENABLERS

1. Listen to speakers of Negro dialect in the community.
2. Distinguish between standard English and dialect in selected poems.
3. Determine the appropriateness of each, in various situations.
4. Plan a lesson using "dialect" as a topic of discussion.
5. Participate in a seminar in which the following works will be discussed:
   (a) Loban, Walter, The Language of Elementary School Children, Champaign, Illinois, NCTE, 1963. (In Prof. Ass Office)
   (b) Pei, Mario, The Story of Language, New York, The New American Library, 1966- pp.51-62.

Instructional Resources

1. Listen to the recording - "Black Dialect" by Drs. Larson Della, Taylor and Stroud. (in Communication Lab)
2. Read NCTE, Non-Standard Dialect, Champaign, Illinois.
3. Read Bernstein, Basil, Social Class and Linguistic Development: A Theory of Social Learning (on reserve in library).
4. Read Moffett, J., A Student Center Language Arts Curriculum pp.35-41, 165-172.
5. Aaron, A. (ed.) Linguistic Cultural Differences and American Education, one (or as many as needed) of the following articles:
   (a) Malmstrom, J., "Dialect-Updated."

BEST COPY AVAILABLE

(b) Johnson, K., "Pedagogical Problems of Using Second Language Techniques for Teaching Standard English to Speakers of Non-Standard Negro Dialect." (on reserve in library)

(c) Kochman, T., "Social Factors in Consideration of Teaching Standard English."

(d) Allen, V., "Teaching Standard English As a Second Dialect."

6. Loban, Walter D., The Language of Elementary School Children.

7. Moffett, James, Teaching The Universe Of Discourse.

Alternate Instructional Resources

1. Review a film on "Dialect and Oral Language."
2. Henry, Makel, Creative Experiences In Oral Language, Champaign, Illinois, NCTE, 1967, pp. 13-30.
3. Language Programs For The Disadvantaged, Language Arts Conference.
4. NCTE Task Force "Report On Teaching English To The Disadvantaged, pp. 272-273.
5. Cole, Robert, Thirty Six Children.
6. Smith, V., "Teacher's Prejudices and The Children's Dialect" in Indiana University Bulletin, 1969.
7. Rap on Evans, Bergen "The Language We Use: Your Speech Is Changing." (on reserve in library)

BEST COPY AVAILABLE

TASK 4

Given the reality of teaching in which students of various ethnic backgrounds are enrolled, plan and teach a lesson in choral speaking, to an elementary class of your choice, using one of Langston Hughes, or any other author's poems with original dialect. Have pupils dramatize this poem expressing themselves both verbally and non-verbally.

ENABLERS

1. Check A.V. Center for microfilm assistance.
2. Make necessary arrangements for field experience this lesson.

Instructional Resources

1. Weisman, L., Black Poetry For All Americans, New York, Globe Book Company, 1971.
2. Santa Clara Board of Education, Contributions of Black Americans, Indian Americans, Mexican Americans and Asiatic Americans To American History (Curriculum Center).
3. Film- Choral Reading

TASK 5

The trainee will demonstrate a working knowledge of research, periodicals, A.V. material equipment, texts and professional organizations available as sources for teaching oral language skills to elementary students by participation in a "What Research Says About Oral Language Presentation" in class.

BEST COPY AVAILABLE

ENABLERS

1. Contact the local or State Department of Public Instruction for this information.
2. Read: Strickland, R., What Thou Lovest Well Remains, In Elementary English, Feb., 1961, #2 Vol. XXXVIII (on reserve in library).
3. Read: Petty, W., and Burns, P., "A Summary of Investigation In Language Arts," 1965 - (on reserve in library).
4. Submit to professor an annotated bibliography on 5x8 cards containing the following items:
   (a) Three (3) research articles on oral language
   (b) Two (2) periodicals on Elementary Language Arts
   (c) Two (2) tests (series and titles of books) on language arts on the grade level of your choice.
   (d) Two (2) professional organizations that deal specifically with language arts concerns.
   (e) One (1) film on oral language.
   (f) One (1) filmstrip on oral language.
   (g) One (1) cassette on oral language.

TASK 6

Using an experience or issue of the learner's choice, the trainee will demonstrate, during seminars, his ability to develop pupils' vocabularies through critical thinking and problem solving techniques.

BEST COPY AVAILABLE

ENABLERS

1. Check A.V. Media Center for assistance.
2. Groups of four or five trainees may work in teams to plan video taped lesson.
3. Peers may be used as students for the video taped presentation.
4. The lesson will be evaluated by your peers using the enclosed sheet on criteria for developing critical thinking using problem solving techniques.

Instructional Resources

1. Read: Smith, James, Creative Teaching In The Language Arts.
2. Strickland, R., The Language Arts In The Elementary School, p. 151.
3. Attend seminar on "Using Problem Solving Techniques As A Means of Developing Oral Language."
4. Buzz or rap session among peers - in which hypothetical problem solving situations are set up to develop oral vocabulary.

BEST COPY AVAILABLE

MODULE IV

SHARING LITERARY EXPERIENCES

WITH

CHILDREN

BEST COPY AVAILABLE

BEST COPY AVAILABLE

"The world of today needs, as never before, the sages of all times in its daily meditation upon life's problems. Not only does it need to recall the contribution of historians, philosophers and statesmen, but it needs the idealism and fantasy found in today's works and yesterdays literary archives."

Anonymous

All children should have the opportunity to experience the magic of their language through their literature - thus developing an awareness of the power, beauty, utility and versatility of language as a communication tool.

Anonymous

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Goals

1. Help children understand themselves and others.
2. Provide ample opportunities for students to be exposed to, to know and enjoy well written literature.
3. Develop knowledge of an appreciation for various literary types, i.e,, short stories. books, essays, and poems.
4. To gain knowledge of some of the major authors and their contributions to literature.
5. To recognize the contributions of people from many cultures and ethnic groups to the field of literature.
6. To promote an understanding of the interaction men, issues and problems in the societies in which they live.
7. To extend man's horizons through the international dimension of children's literature.
8. To extend the range of the student's interest and reading levels.
9. To promote a life long habit of association with quality literature.
10. To transmit the cultural heritage.

TASK 1

Given the following quote, "Picture books and other forms of children's literature often reflect the art and customs of a period (Arbuthnot) the trainee will select twelve children's books, with illustrations that were published within the past five years.

Critically analyze their content in the light of Arbuthnot's quotation. Submit copies of the analysis of stories to professor for development of group anthology.

BEST COPY AVAILABLE

ENABLERS

1. Share these stories with peers during seminar.
2. Browse through children's section of Florida International University or other library.
3. Visit a University Curriculum Center.
4. Visit children's book section of book or department store.

Instructional Resources

1. Arbuthnot, M., Children and Books, Chicago, Scott Foresman and Company, 1957.
2. Brown, Marcia, Distinctions In Pictures In Illustrations of Children's Books, 1946-1956, Boston; The Horn Book, Inc. 1956.
3. Hildreth, G., Teaching Reading, pp.427.
4. Whitehead.
5. Sawyer.
6. Story Telling.
7. Huck Charlottee
8. Johnson.

TASK 2

Given an opportunity to select, at random, ten children's book, the trainee will evaluate five which won the Caldecott award and five whose author won the Newberry award.

ENABLER

Use the following criteria for evaluation of selected books for Task 2 (above).

BEST COPY AVAILABLE

A. Artistic beauty

B. Print

C. Text or Content (extent to which the content contributes to the child's growing social, emotional and intellectual capacities)

D. The total effect of the meaning, humor, strength, and beauty produced by the text and pictures.

Instructional Resources

1. Reid, V., Children's Literature Old and New, Urbana, Illinois, National Council Teachers of English, 1964, pp. 36-43.
2. Huck, C., Children's Literature In The Elementary School, New York, Holt, Rinehart and Winston, Inc. 1961.
3. Arbuthnot, M. Children and Books, Glenville, Illinois, Scott Foresman and Co., 1972.

TASK 3

Given an opportunity to observe in an elementary classroom during period of literary appreciation, the trainee will evaluate the lesson in the light of Berger's Check List for Teaching Literature. (on reserve in library)

ENABLERS

1. Discuss Children's Books with Assistant Director - Library Services.
2. Attend lecture on Children's Writings by noted author of children's works.

BEST COPY AVAILABLE

3. View film on Children's Literary Works-(Western Woods Production-Media Center).

Instructional Resources

1. Berger, M., Self-Evaluation For Language Arts Program (Literature) (in Curriculum Center - reserve).

TASK 4

Based on the assumption that the primary emphasis in selection and presentation of literary offerings is usually keyed to the developmental characteristics of children at various stages of growth, the trainee will plan and submit to the professor a six weeks literary program for a group of thirty children, ages six and seven.

ENABLERS

1. Choice of selections should be based on understandings of pupils' age, present interest and taste in literature.
2. Classification by literary techniques (except differences between stories and poems).

Instructional Resources

1. Whitehead R., Children's Literature, Strategies of Teaching, Englewood Cliffs, N.J., Prentice-Hall, Inc. 1968.
2. Beitzner, J., Exploring Literature With Children, New York, Teachers College Publications, 1943.
3. Olson, P., The Uses of Myths, Champaign, Illinois, National Council Teachers of English, 1968.
4. Haas, Helen., Teaching Literature At The Elementary School Level- Reading Teacher, May, 1973.

BEST COPY AVAILABLE

TASK 5

Based on the premise that literature makes a great contribution to the total eductional program through its effect upon the molding of pupils' character and personalities, the trainee will select a story or poem that would be useful in:

1. Helping students understand and respect others.
2. Be more understanding of others whose behavior and ideas seem strange, and different from yours.
3. Facing personal problems (as a normal growing up process)
4. Helping children develop the culture of others and international understanding.

ENABLERS

1. Listen to recording of children's stories.
2. View films or filmstrips of children's stories.
3. Retell the stories selected, relating accurately the events and details of stories or poems.

Instructional Resources

1. СОСТАВ-НТЕАН. Х РЕСТОМАТИ
   ПО АНТЛИЙСКИ
   И АМЕРИКА НСКОИ
   ГЕТ СКОИ ТИТЕ РАТУРЕ, 1965 (on reserve-library)
2. Listen to tapes on book, СОСТАВ-НТЕАН (in Media Center)
3. Reeves, J., English Fables and Fairy Stories
4. Chang, I., Chinese Fairy (on reserve in library)
5. Reeves, J., African Fables
6. Reeves, J., Indian Fables

BEST COPY AVAILABLE

7. Blatt, G., The Mexican-American In Children's Literature (on reserve-library)
8. Denby, R., Literature By And About Negroes For The Elementary Level (on reserve-library)
9. Schwartz, S., The Hawaii Curriculum Center's Literature Project (on reserve-library)

TASK 6

After reading Robert Denby's Literature By And About Negroes For Elementary Level, and Gloria Blatt's The Mexican-American In Children's Literature, the trainee will write an essay on the role of these two minority races in American literature for Children (minimum length of paper - five pages).

ENABLERS

1. The students will read Dorothy Sterling's research on "The Soul Of Learning" (ERIC #022 755) to gain background information for humanizing and integrating the children's literature program.
2. Using Robert Denby's and Gloria Blatt's articles as a frame of references set up a card file (5x8) listing at least ten research studies on the literature of Mexican Americans and Negroes. Submit card file to professor for evaluation.

Instructional Resources

1. Read: Denby, R., "Literature By And About Negroes For Elementary Level" in Elementary English, November, 1969 (on reserve in library).
2. View the films and listen to cassette in "Man and Identity" (in Ed. office).

BEST COPY AVAILABLE

TASK 7

Roberta Howkins states in her article, "Nursery Rhymes: Mirrors of Culture," that a careful reading of juvenile verse reveals that these non-sensical, pleasing, seemingly innocent verses of childhood often reflect much of the world's views of the society from which these verses originate. Using this hypothetical statement, the trainee will critically analyze juvenile verses from at least eighteen different countries to determine the validity of this statement.

ENABLERS

1. View a T.V. program on Children's Literature (Channel 2).
2. Construct a three dimensional model depicting the world view expressed.

Instructional Resources

1. Johnson, Anthology of Children's Literature
2. Arbuthnot, M., Anthology of Children's Literature
3. Oxford's Dictionary of Nursery Rhymes
4. Use Instructional Resources from Task 5 - Module IV.

BEST COPY AVAILABLE

MODULE V

WRITING:

STRUCTURED AND NON-STRUCTURED

BEST COPY AVAILABLE

"Creative Process is a cycle. With thought and preparation, the teacher has the opportunity to extend and develop, not only the linguistic and descriptive skills of his pupils, but their imagination, character and general outlook on life as well"

David Self

BEST COPY AVAILABLE

Goals

1. Help students become aware of and express their thoughts, ideas, and interpretation of life through creative written expressions.
2. Provide learning experiences to motivate students in releasing their tensions, anxieties, fears and frustrations.

TASK 1

From a selected reference on creative writing, the trainee will describe ten strategies by which teachers can set conditions for developing creative writers.

ENABLERS

1. View film on creative writing
2. Visit musium or other place of interest
3. Read NCTE, English In Action, Writing
4. Petty, W., Slithery Snakes (p.21)
5. Applegate, Maurice., as useful as a toothbrush (reprint)

Instructional Resources

1. Smith, J., Creative Teaching of Language Arts In The Elementary School, Boston, Mass., Allyn and Bacon, 1967.
2. Clegg, A.B., The Excitement of Writing, London, Chatto and Windus, 1969.
3. Scott Foresman & Co., Children's Writing and How It Grows.
4. Larson V. (Edition) Language Arts Handbook, Champaign Community Unit 4 School.

TASK 2

Given a topic or experience of the trainee's choice he will develop a piece of creative writing, prose or poetry, (poem,

BEST COPY AVAILABLE

riddle, play, story, etc.) in which he includes impressions, descriptions and comments based on the use of each of the five senses - sight, smell, taste, touch and hearing.

ENABLERS

1. Plan four experiences that could be used with children to facilitate their creative expression.
2. Select a certain age level of children for which your work is suited.
3. Attend lecture on creative writing.
4. Plan a brain storming session to develop a "set" for creatin writing.
5. Submit a copy of the creative writing done, utilizing the five senses.

Instructional Resources

1. Read: Petty, Slithery Snakes (on reserve), New York, Appleton Century Croft, 1967.
2. Maybury, Barry, Creative Writing for Juniors, London, B.I. Batsford Ltd.
3. Smith, James, Creative Teaching of Language Arts In The Elementary School, pp. 157-200.
4. See samples of creative writing Lesson Plans in professor's Office.

TASK 3

The trainee will visit an institution (elementary school, church, Y.M.C.A., Comp. Kindergarten, or other). Arrange to accompany a group of children (with or without another adult) on a field trip experience which could be used as "in put" or "motivatic for developing creative writing.

BEST COPY AVAILABLE

ENABLERS

1. Submit a statement from a person in authority confirming and describing the method in which this task was completed.

Instructional Resources

1. Dade County Public Schools Instruction Guide - Tips For Teachers (on reserve).

TASK 4

Given a painting, recording, passage, picture or poem, develop a lesson in which the students will write their original descriptions of metaphor, simile or personification.

ENABLERS

1. Schedule tutorial sessions with professor if needed.
2. Peer discussion groups.
3. Share writing with peers for reactions before submitting to professor.

Instructional Resources (all the resources below are on reserve)

1. NCTE, English In Action, Writing
2. Langdon, Margaret, Let The Children Write
3. Peterson, Stanley, "Once More To The Well:" Another Look At Creative Writing
4. Applegate, Mauree, Helping Children Write, Evanston, Illinoi Row Peterson & Co., 1954
5. New York B. P. I., Developing Children's Power Of Self Expression Through Writing
6. Koch, K. and Students., Wishes Lies and Dreams Random House.

BEST COPY AVAILABLE

TASK 5

Based on the assumptions that the skills of creative writing can be taught, and that the trainee has developed the knowledge necessary, select a subject matter field and level of development of your choice to generate and teach a thirty minute lesson in creative writing using the following sequence. Use film records, slides, pictures field trip experiences or others as motivational devices.

(a) Title and content classification

(b) Purpose or goal

(c) Strategy or method

(d) Materials

(e) Evaluative technique (if not included in the teaching strategy)

(f) Resources

ENABLERS

1. Check any basic Methods Texts On Language Arts for Elementary School.
2. See samples of work done by elementary students (on reserve in library)

Instructional Resources

1. Clegg, A. B., The Excitement of Writing (on reserve in librar
2. Petty, W.T., Developing Language Skills In The Elementary School
3. Moffett, J., A Student Centered Language Arts Curriculum, Grades K-13
4. Carlson, R., Sparkling Words: Two Hundred Practical And Creative Writing Ideas

BEST COPY AVAILABLE

TASK 6

Given an opportunity to view a film on Creative Drama in the British Schools, or one by Mrs. Olinda, attend and participate in discussion afterwards on body movements as silent language for communication and physical development. Develop a series of dance steps that can be taught to children. Be prepared to demonstrate your group routine.

ENABLERS

1. Attend seminar on "Curricular Trends In The Teaching of Language Arts In The United Kingdom"
2. View video tape of movement education at Olinda Elementary School, (Media Center).
3. Develop an original performance criteria on drama for any area of the curriculum.
4. Contact Mrs. Olinda to meet with representatives from each group.

Instructional Resources

1. Read: Summerfield, G., "About Drama In England" in Elementary English, January, 1970, Vol. XLVII, #1
2. Barnfield, G., Creative Drama, London, Macmillan and Company
3. Dixon, John., Growth Through English.

TASK 7 - Composition

Demonstrate your ability to apply the skills and techniques that are basic to the four forms of written composition: descriptive, narrative, exposition and argumentation or opinion.

ENABLERS

1. Write an original short story in which you include descriptive, narrative, expository and argumentative paragraphs

BEST COPY AVAILABLE

2. Check suggestions on composition in Challenges To Meet (State Dep't. of Education - Hartford, Conn.) pp. 69-74 (on reserve)

Instructional Resources

1. Read: Burrows, A., Teaching Composition, Washington, D.C., N.E.A. (Department Classroom Teachers)
2. Parke, M., Composition In Primary Grades (on reserve)
3. Science Research Association Kit - in Writing (Curriculum Lab)
4. Strickland, R., Language Arts In The Elementary School
5. Science Research Association Kit - Organizing

TASK 8

"Formal" or "Structured" writing differs from "Creative Writing" in that students are told specifically the topics to write about, as well as the form to be used for the writing. Given the nature of this premise, the trainee will develop two strategies for teaching in any four of the following functional writing areas:

1. Friendly Letter
2. Business Letter
3. Outline
4. Party Invitation
5. Thank You or Acceptance Note
6. Diary Notes
7. Autobiography
8. Biography

BEST COPY AVAILABLE

Instructional Resources

1. Smith, J., Creative Teaching of Language Arts In The Elementary School, Boston, Mass., Allyn and Bacon, 1967

2. Herrick, V., Children and The Language Arts, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1955, pp. 218-237.

BEST COPY AVAILABLE

MODULE VI

THE DEVELOPMENT AND MAINTENANCE OF HANDWRITING AS A LEGIBLE TOOL FOR COMMUNICATION AND SELF EXPRESSION

BEST COPY AVAILABLE

Goals

The trainee will:

1. Know the nature of and purpose for teaching handwriting in the elementary schools.
2. Demonstrate his ability to teach elementary students to write legibly.
3. Encourage individuality in style in students' handwriting.
4. Be familiar with the teaching strategies and materials research on teaching creative handwriting in childhood education.
5. Develop an understanding that handwriting is a tool for communication, not an end product in itself.

TASK 1

The trainee will observe young children at play in an unstructured setting to observe the various types of experiences that children engage in involving their arms, finger movement, eye coordination and muscular control, which are essential to the development of basic handwriting skills.

ENABLERS

1. Visit a kindergarten to observe children at play.
2. View video tapes, film or film strips on children playing.
3. Observe children at home or other informal setting.
4. Trace the sequence of a child's progression in writing according to Hammond.

BEST COPY AVAILABLE

Instructional Resources

1. Read: Hammond, S , et al., Good Schools For Young Children, New York, The Macmillan Co., pp. 111-141
2. Read: Spodek, B., Teaching In The Early Years, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1972 pp. 80-83.
3. Boyd, Gertrude A., Teaching Communication Skills in Elementary Schools., New York, N.Y. D. Van Nostrand Co., 1970 PP. 39-54.
4. Review the Weber State College Wilkit Package on Handwriting.
5. Review Florida State Department B2 Module on Handwriting.

TASK 2

The use of games in the classroom has become an interesting and effective teaching strategy. To utilize this resource, teachers should develop competency in the ability to construct and/or select appropriate games for developing language arts skills.

Given the above statement of fact the trainee will:

(a) Develop twelve games two each that can be used to teach each of the areas of language arts to elementary children; listening, speaking, handwriting, spelling, grammar.

(b) Play one of these games with a group of five elementary students.

BEST COPY AVAILABLE

EASIER

1. The age or grade level to be used depends on interest or area of concentration of the trainee.
2. Examine games in Platt, M., Spice, Stevenville, Mich., Educational Service, Inc., 1964.
3. Observe physical education classes or other play areas to determine games that may be applicable to language arts programs.
4. Discuss games with problem solving experiences and ideas with peers.
5. Submit a short paper describing plans of the game activities with results.

Instructional Resources

1. Read: Logan, L., Creative Communication.

TASK 3

A. Given a chalkboard, selected notebook paper, and chartboard, the trainee will demonstrate in a microfilmed simulated classroom experience, the correct formation of cursive letters and numbers using. Have each trainee demonstrate and discuss the format of each of these while others serve as students in a simulated class situation.

(a) The basic initial strokes;
(b) undercurve
(c) overcurve and downcurve
(d) Basic ending strokes;
(e) undercurve endings
(f) overcurve ending and check stroke ending; and
(g) Correct connecting strokes.

BEST COPY AVAILABLE

ENABLERS

1. Write lower-case and upper-case letters on notebook paper for basis of discussion in seminar in "Handwriting."
2. Practice writing simple sentences using correct slant, form, line, size, and spacing.
3. View film, "Handwriting Is Important" (A.V. Center)

The trainee must receive a satisfactory score of 100% on the Zaner Bloser Check List for Cursive Letters and Word Formation.

4. Check with Mr. Art Waugh in Media for additional aid.

Instructional Resources

1. Review task completed for Objective I.
2. Practice writing a paragraph which might be used in developing a rationale for teaching handwriting in the curriculum of elementary schools.

TASK 3

B. Given an elementary class of the student's choice, the trainee will demonstrate his competency to teach a lesson in handwriting focusing on correct letter forms, slants, size, line quality and spacing in writing sentences. A satisfactory rating of seven (7) out of ten (10) items listed on the Zaner Bloser's Check List for Cursive Writing.

BEST COPY AVAILABLE

ENABLERS

1. Practice using correct form, slant, size and line quality in writing sentences following these simple rules:
   (a) Keep the loop well open in letters that are supposed to have loops: b,e,f,g,h,k,l,q,y,z.
   (b) Avoid making a loop in letters that are supposed to have strokes: d,i,p,t.
   (c) Extend the curve of 'd' until it meets the vertical stroke. This will distinguish it clearly from 'cl.'
   (d) Cross every 't' on the 't'; dot every 'i' over the 'i.'
   (e) Round the tops of 'm' and 'n' so that these letters will be distinct from i,u, or w.
   (f) Flatten the top of 'r' to distinguish the letter from 's' or an undotted 'i.'
   (g) Close the curve of 'a' so that 'a' will not resemble 'u.'
2. Practice writing by developing a lesson plan on handwriting for an elementary class, use the techniques of lesson planning from Labs I and II.

BEST COPY AVAILABLE

Instructional Resources

1. Study: Zaner Bloser's Reference Manual for Teachers, Grades 1-4.
2. View: Film strips on Teaching Handwriting (curriculum center).
3. Study: Burrows, F., "Handwriting" in Smith, J., Creative Teaching of The Language Arts, Boston, Mass., Allyn and Bacon, 1967, pp. 201-220.
4. Review "The Dictionary of Handwriting Terms" and "Handwriting Slant Sheets" (on reserve in library).

TASK 4

Given an opportunity to visit the library, the trainee will demonstrate his knowledge of, and ability to use available research in the area of handwriting by submitting in writing a critical analysis of the "handwriting section" of an elementary language arts curriculum guide in the light of the knowledge gained from his research findings. The trainee will identify the source and other bibliographical data of the research being used.

This report will be judged on the basis of the following:

1. Accuracy and relevancy of the research.
2. The items included in the list, "Handwriting Is Easier to Read When" and the basic guide for teaching handwriting, Smith, J., Creative Teaching of The Language Arts In The Elementary School, pp. 209-210, 215-216.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ENABLERS

1. Panel discussions in seminar on research in handwriting based on Platter, E., and Wolsleholf, E., "Toward A Single Style of Instruction in Handwriting" (on reserve in Library).

Instructional Resources

1. Read: A.E.R.A., Encyclopedia of Educational Research, New York, Macmillan Co., 1960- pp. 616-624. Research Section of FIU Library.
2. Read: Smith, J., Creative Teaching of Language Arts In The Elementary School, pp. 201-220.
3. Read: Anderson, D., "What Research Says To The Teacher Teaching Handwriting" (N.E.A.)
4. Read: UNESCO, The Art of Handwriting.

EEL 402 - COMMUNICATIONS LAB II

HANDWRITING REFERENCES

1. Anderson, Dan W., What Research Says To The Teacher, Washington, D.C., National Education Association; 1968.
2. Anderson, Paul S., Language Skills in Elementary Education, Macmillan Co., 1964. Chapter 3, pp. 93-128.
3. Anderson, Verna, Paul S. Anderson, Francis Ballantine, Virgil M. Haws, Reading In The Language Arts, 2nd Edition, Macmillan Co., 1968, Chapter 4.
4. Burns, Paul C., Leo M. Schell, Elementary School Language Arts: Selected Readings, Rand McNally and Co., 1969. Chapter 44 pp. 379-395.
5. Dallmann, Martha, Teaching The Language Arts In The Elementary School, William C. Brown Co., 1966, Chapter 7, pp. 121-151.
6. Dawson, Mildred, Marina Zollenger, Ardell Elwell, Guiding Language Learning, 2nd Edition, Harcourt, Brace and World, 1963. Chapter 11, pp. 315-333.

BEST COPY AVAILABLE

7. Greene, Harry, Walter Petty, Developing Language Skills In The Elementary Schools, Allyn and Bacon, 1967, 2nd Edition. Chapter 10, pp. 288-321.

8. McCampbell, J.C., Readings In The Language Arts In The Elementary School, Boston, Mass., D.C. Heath and Company, 1964, pp. 170-172.

9. Myers, E. The Whys and Hows Of Teaching Handwriting, Columbus, Ohio, The Zaner-Bloser Company, 1953.

10. Strickland, R., The Language Arts, Boston, Mass., D.C. Heath and Company, 1957.

11. UNESCO- The Art of Writing.

12. Boyd, Gertrude., Teaching Communication Skills In The Elementary School.

BEST COPY AVAILABLE

MODULE VII

SPELLING

DIAGNOSIS AND REMEDIATION

BEST COPY AVAILABLE

Goals

The trainee will:

1. Develop an understanding of the nature of spelling and its role in the communication process.
2. Develop an understanding that during the process of learning to spell, the student often involves many of the other language arts, i.e. listening, speaking, reading and writing.
3. Develop the ability to teach students to express their thoughts and feelings, through writing, in such a manner that of hers can clearly comprehend them.
4. Demonstrate his ability to apply his skills and knowledge of phonetic analysis to the teaching of spelling.
5. Become familiar with materials and research that may be useful in planning spelling experiences for students.

TASK 1

Homonyms are found quite frequently in the English language; (ate, eight) words with common pronunciation but different spelling. Another type of wordgrouping are those with different pronunciation but common spelling (read, read).

Make a list of ten words of each of these type. Devise two lesson plan for teaching this spelling list.

ENABLERS

1. Review notes from Labs I and II on lesson planning.
2. Study and discuss with peers the strategies used in Science Research Association's Spelling Kits (in curriculum lab).

BEST COPY AVAILABLE

Instructional Resources

1. Read: Blake, Howard, "Studying Spelling Independently" in MacCampbell, J., Readings In The Language Arts In The Elementary School, Boston, D.C. Heath, pp. 183-188.
2. View the film, "Spelling Is Easy" (On rental from FAU)
3. Boyd, G. Spelling In The Elementary School, Columbus, Ohio, Charles E. Merrill Publishing Co., 1971.
4. Read: Fitzgerald, J., "Spelling: Diagnosis and Remediation" in MacCampbell, J., Readings In The Language Arts In The Elementary School.
5. Read: Logan, L. et al., Creative Communication, p.299.

TASK 2

Given an opportunity to visit the library, the trainee will be prepared to discuss in seminar the major concepts expressed in the following research articles:

1. Hanna, P., "Phoneme Grapheme Correspondence As Cues To Spelling Improvement," Washington, D.C., U.S. Department of Health, Education and Welfare. (If interested in gaining greater depth in this research, read: Hanna, P., "Spelling Structures and Strategies" for clearer explanation).
2. Fitzgerald, J., "The Teaching of Spelling" in Elementary English, February, 1953 (on reserve in library).
3. Horn, E., What Research Says To The Teacher: Spelling. (on reserve in library).

BEST COPY AVAILABLE

ENABLERS

1. Attend lecture on spelling.
2. Read and discuss with peers the research articles listed above.
3. Listen to taped lecture on "Spelling In The Elementary School."

Instructional Resources

1. Read: Lamb, P., Linguistics In Proper Perspective pp 59-89.
2. Read: Hanna, et al., Spelling: Structures and Strategies, Part two, p. 113.
3. Read: Dallman, Teaching The Language Arts In The Elementary School, Dubuque, Iowa, Wm. C. Brown Co. pp. 151-172.
4. Hanna, P. et al., Phoneme-Grapheme Correspondence A Cues To Spelling Improvement, Washington, D. C. (Health, Education and Welfare). 1966.

TASK 3

The trainee will develop and administer an informal spelling test to a group of five elementary students. Based on the results obtained, the trainee will plan an individual remedial program for each student, covering the words missed on the test.

ENABLERS

1. The trainee will submit the following items to the professor:
   (a) A copy of the informal test which he planned and administered to the five selected students.

BEST COPY AVAILABLE

(b) Copies of the students' corrected spelling papers.

(c) Copy of the individualized spelling programs.

(d) Satisfactory level of attainment will be reached if the word analysis and general spelling needs of all students are described with sequentially planned pertinent activities for dealing with these needs.

2. View film, "Spelling Is Fun" (On rental FAU)

3. Analyze pupil's spelling difficulty according to Durrell's ten criteria of spelling difficulties.

Instructional Resources

1. Read: Fitzgerald, J., "Spelling: Diagnosis and Remediation" in MacCampbell, J., Readings In The Language Arts In The Elementary School.

2. Read: Anderson and Groff, Resources Materials For Teachers Of Spelling.

3. Read: Franzer, W., Language Arts In The Elementary School, New York, McGraw Hill, pp. 102-108.

4. Read: Blake, E., "Studying Spelling Independently" in MacCampbell, J., Readings In The Language Arts In The Elementary School, Boston, D.C. Heath, p.183.

BEST COPY AVAILABLE

GRAMMAR

Through out the elementary school the primary emphasis is place on the use and appreciation of the native language in many innovative ways as possible, rather than the traditional memorization of a definition. Maurce Applegate suggests giving words or grammar personality. Even dull articles like a, an, the, can become "towing words". Pronouns can become baby sitters; adjectives become "technicolor words" - "Winged words",- picture words.

As an elementary teacher, you should strive to be as creative as possible in which the language experiences provided are as functional as possible.

BEST COPY AVAILABLE

MODULE VIII

GRAMMAR AND USAGE

BEST COPY AVAILABLE

GRAMMAR AND USAGE

Goals for Grammar

Develop basic knowledge, understanding and strategies for teaching and evaluating:

1. Parts of speech.
2. Capitalization.
3. Punctuation.
4. Proper Usage.

TASK 1

Construct and present an original film or slide showing on the teaching of grammar to elementary students.

ENABLERS

1. Using criteria established in Debrer, John's research on "Grammar In Language Teaching" and Pooley R., "What About Grammar," the trainee will establish his philosophy on whether structured grammar should be taught in the elementary school or not, and if so, to what extent. (references on reserve in library).
2. The trainee will select the grade or age level of students for this project.
3. Students are encouraged to work in groups of two or three.
4. Attend a lecture on "Media" as a useful strategy for teaching the communications skills.

Instructional Resources

1. Consult A.V. Media Center for tips on the production of films and film strips for teaching purposes, of A.V. materials for classroom use.

BEST COPY AVAILABLE

TASK 2

Given the language arts content of his choice, the trainee will write two instructional objectives, according to a "six art format" including content classification, purpose, criterion performance, test situation, taxonomy categories and resources.

ENABLERS

1. Review notes on developing educational objectives from Labs I and II.
2. Select the content and skills to be used from one of the dimensions of the language arts (spelling, listening, handwriting, etc.).

Instructional Resources

1. Blooms, B., Taxonomy of Educational Objectives Handbook I and II.
2. Kibler, R. et al., Behavioral Objectives and Instruction, Boston, Allyn and Bacon, Inc. 1971.
3. Mager, R., Preparing Educational Objectives, Fearon Publishers, Belmont, California, 1962.
4. Logan, L. et al., Creative Communication, pp. 250-267.

BEST COPY AVAILABLE

APPENDIX

BEST COPY AVAILABLE

SCOPE AND SEQUENCE CHART

OUTLINE

	TOPICS	K	1	2	3	4	5	6
I.	Listening:							
	A. To Follow Directions	X	X	X	X	X	X	X
	B. For Information		.X	X	X	X	X	X
	C. For Enjoyment	X	X	X	X	X	X	X
	D. Critical Listening				X	X	X	X
II.	Speaking:							
	A. Dramatizing							
	1. Pantomine	X	X	X	X	X	X	X
	2. Improvisation	X	X	X	X	X	X	X
	3. Characterization	X	X	X	X	X	X	X
	4. Dialogue	X	X	X	X	X	X	X
	5. Role Playing	X	X	X	X	X	X	X
	B. Debating							
	C. Discussion							
	1. Conversation	X	X	X	X	X	X	X
	2. Group Discourse	.X	.X	X	X	X	X	X
	D. Poetry	X	X	X	X	X	X	X
	E. Choral Reading		.X	X	X	X	X	X
	F. Choral Speaking	X	X	X	X	X	X	X
	G. Impromptu Speaking	X	X	X	X	X	X	X
	H. Storytelling	X	X	X	X	X	X	X
	I. Telephoning	X	X	X	X	X	X	X
	J. Reporting		.X	X	X	X	X	X
	K. Tape Recording	.X		.X	X	X	X	X
III.	Sentence Structure: Grammar							
	A. Types of Sentences							
	1. Declarative			.X	X	X	X	X
	2. Interrogative			.X	X	X	X	X
	3. Exclamatory			.X	X	X	X	X
	4. Imperative			.X	X	.X	X	X

.X EXPOSURE TO MATERIAL

BEST COPY AVAILABLE

TOPICS	K	1	2	3	4	5	6
B. Subject-Predicate							
1. Simple			.X	.X	X	X	X
2. Compound			.X	.X	.X	X	X
C. Sentence Patterns							
1. Basic (Kernel) Sentences				X		X	X
2. Transform Sentences				.X		X	X
3. Phrases and Clauses			.X	X	.X	X	X
D. Sentence Recognition							
1. Run-on				X	X	X	X
2. Sentence as a complete thought		.X	.X	X	X	X	X
3. Sentence in a paragraph			X	X	X	X	X
IV. Parts of Speech:							
A. Nouns							
1. Plurals			.X	X	X	X	X
2. Possessives			.X	X	X	X	X
3. Proper			.X	X	X	X	X
4. Common			.X	X	X	X	X
B. Verbs							
1. Tense					.X	X	X
2. Forms of "Be"						X	X
3. Linking						X	X
4. Auxiliary					X	X	X
5. Transitive						X	X
6. Intransitive						X	X
C. Pronouns							
1. Personal (I, You, They)			.X	.X	X	X	X
2. Indefinite (Somebody...)				X	X	X	X
3. Determiner (Many, Some)				.X	X	X	X
4. Relative (Who, That)				.X	X	X	X
D. Adjective							
1. Comparative			.X	.X	X	X	X
2. Superlative			.X	.X	X	X	X
E. Adverb							
1. Place			.X	.X	X	X	X
2. Manner					.X	X	X
3. Time				.X	.X	X	X
F. Preposition				.X	X	X	X
G. Conjunction				.X	X	X	X
H. Exclamation				.X	X	X	X

BEST COPY AVAILABLE

TOPICS	K	1	2	3	4	5	6
V. Capitalization:							
A. Proper Nouns	.X	X	X	X	X	X	X
B. Sentence Beginnings	.X	X	X	X	X	X	X
C. Titles		.X	.X	X	X	X	X
D. Initials		.X	.X	X	X	X	X
E. Abbreviations			.X	X	X	X	X
F. I		.X	X	X	X	X	X
VI. Punctuations:							
A. Period		.X	X	X	X	X	X
B. Question Mark		.X	X	X	X	X	X
C. Comma			.X	X	X	X	X
D. Apostrophe			.X	X	X	X	X
1. Possessives			.X	X	X	X	X
2. Contractions			.X	X	X	X	X
E. Quotation			.X	X	X	X	X
F. Colon (Business Letter, Play Dialogue)					.X	X	X
G. Semi-colon					.X	X	X
H. Exclamation Mark			.X	X	X	X	X
I. Interbang (P)				.X	X	X	X
J. Hyphen					X	X	X
VII. Proper Usage:							
A. Avoiding Double Negative			.X	X	X	X	X
B. Correct Verb Tense (Go, Went, Gone)	X	X	X	X	X	X	X
C. Noun Verb Agreement (He Goes)	X	X	X	X	X	X	X
D. Avoiding Double Subject (The Teacher She Is Pretty)	.X	.X	.X	.X	X	X	X
E. Other Problem Pairs							
1. Let-Leave	X	X	X	X	X		
2. May-Can	X	X	X	X	X		
3. Sit-Set	X	X	X	X	X		
4. Good-Well, Etc.	X	X	X	X	X		
VIII. The Paragraph:							
A. Recognition of Form			.X	X	X	X	X
B. Topic Sentence				X	X	X	X
C. Unifying Ideas				X	X	X	X
D. Sequence of Ideas				X	X	X	X
E. Recognition of Change In Topic				X	X	X	X
F. Proof Reading				X	X	X	X
IX. Vocabulatory Development:							
A. "Nym" Words							
1. Synonyms			.X	X	X	X	X
2. Antonyms			.X	X	X	X	X
3. Homonyms (Homophone-maid made)			.X	X	X	X	X
4. Heteronyms (Homograph-wind the clock...the wind blew)			.X	.X	.X	X	X

BEST COPY AVAILABLE

TOPICS	K	1	2	3	4	5	6
B. Affixes							
1. Prefixes			.X	X	X	X	X
2. Suffixes			.X	X	X	X	X
3. Endings			.X	X	X	X	X
C. Picturesque Speech			.X	X	X	X	X
1. Slang				X	X	X	X
2. Cliche				X	X	X	X
3. Simile-Metaphor				X	X	X	X
4. Palindromes (Madam, I'm Adam.)				X	X	X	X
5. Idioms			.X	.X	X	X	X
6. Specific and Generic Words			.X	X	X	X	X
7. Expanding Sentences			.X	X	X	X	X
D. Classification						X	X
X. Letter Writing:							
A. Informal							
1. Thank-you			.X	X	X	X	X
2. Invitation			.X	X	X	X	X
B. Business				X	X	X	X
C. Envelope			.X	X	X	X	X
XI. Dictionary Skills:							
A. Recognizing Letters of Alphabet	.X	X	X	X	X	X	X
B. Alphabetical Order		.X	X	X	X	X	X
C. Guide Words			.X	X	X	X	X
D. Syllabication				X	X	X	X
E. Accent				X	X	X	X
F. Pronunciation				X	X	X	X
G. Interpreting Symbols			.X	X	X	X	X
H. Understanding Meanings			.X	X	X	X	X
XII. Research Skills:							
A. Library				X	X	X	X
1. Arrangement of Books		.X	X	X	X	X	X
2. Card Catalog			.X	X	X	X	X
B. Index			.X	X	X	X	X
C. Table of Contents			.X	X	X	X	X
D. Encyclopedia				X	X	X	X
1. Locating Information				X	X	X	X
2. Cross Reference						X	X
E. Other Reference Materials				.X	X	X	X
F. Note Taking							
1. Paraphase					.X	X	X
2. Organizing Information					.X	X	X
G. Outlining				.X	X	X	X
H. Summarizing				.X	X	X	X
I. Analyzing					.X	X	X

BEST COPY AVAILABLE

	TOPICS	K	1	2	3	4	5	6
XIII.	Forms of Literature:							
	A. Short Stories		X	X	X	X	X	X
	1. Tall Tales		X	X	X	X	X	X
	2. Myths		.X	X	X	X	X	X
	3. Legends		.X	X	X	X	X	X
	4. Folk Tales		.X	X	X	X	X	X
	5. Fables		.X	X	X	X	X	X
	6. Fairy Tales		.X	X	X	X	X	X
	7. Humorous Stories		X	X	X	X	X	X
	8. Anecdotes				X	X	X	X
	B. Books							
	1. Fiction		.X	X	X	X	X	X
	2. Non-Fiction				.X	X	X	X
	C. Essay							
	1. Fact				X	X	X	X
	2. Propaganda				X	X	X	X
	3. Opinion				X	X	X	X
	D. Poems							
	1. Rhymes (Nursery & Others)	X	X	X	X	X	X	X
	2. Ballads		X	X	X	X	X	X
	3. Folk Music	.X	X	X	X	X	X	X
	4. Specific Forms (Haiku; Cinquain; Diamante)			X	X	X	X	X
XIV.	Elements of a Story:							
	A. Identifying Plot				X	X	X	X
	B. Character Development				.X	X	X	X
	C. Mood Recognition					.X	X	X
	D. Setting					.X	X	X
	E. Sequence of Events				.X	X	X	X
XV.	Forms of Composition:							
	A. Stories	.X	X	X	X	X	X	X
	B. Narratives						X	X
	C. Descriptions		.X	X	X	X	X	X
	D. Expositions		.X	X	X	X	X	X
	E. Argumentation and Persuasion					X	X	X
	F. Dialogue					X	X	X
	G. Essay						X	X
	H. Poetry		.X	X	X	X	X	X
	I. Book Reports			.X	X	X	X	X
	J. Research Reports				.X	X	X	X
	K. Newspaper Writing		.X	.X	X	X	X	X

BEST COPY AVAILABLE

	TOPICS	K	1	2	3	4	5	6
XVI.	History of English Language							
	A. Development of Engl[illegible]				X	X	X	X
	B. Origin of Words				X	X	X	X
	C. Extension of Vocabulary		.X	.X	X	X	X	X
	D. Influences of Social Change on Word Meaning				X	X	X	X
XVII.	Communication Through Language Arts:							
	A. Understanding Yourself	X	X	X	X	X	X	X
	B. Understanding Others	X	X	X	X	X	X	X
	C. Interacting				X	X	X	X
	D. Interpreting Media				X	X	X	X
	E. Formulating Decisions				X	X	X	X
	F. Making Value Judgments				X	X	X	X
	G. Living With Your Environment				X	X	X	X
	H. Learning Through Vicarious Experiences	X	X	X	X	X	X	X
	I. Encouraging Personal Growth and Fulfillment	X	X	X	X	X	X	X

.X EXPOSURE TO MATERIAL